

Appendix A
Nomination Materials from the Finalists

K-12

Katrine Czajkowski
Allan Hallis
Patricia Pernin
Al Rabanera

IHE

Cathy Creasia
Agustin Cervantes



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 327-2967 Fax (916) 327-3165 www.ctc.ca.gov

Professional Services Division

2022 NOMINATION FORM COMMITTEE ON ACCREDITATION (COA) MEMBERS

The Education Code §44373 states that Committee on Accreditation members are selected for their distinguished records of accomplishments in education.

I wish to nominate the following individual to be a member of the Committee on Accreditation. In addition, I verify that I have obtained the nominee's permission to make this nomination.

Nominee Information

Name Katrine Czajkowski

Position/Title Classroom teacher, Induction mentor

Employer Sweetwater Union High School District

Business Address [REDACTED]

Business Telephone [REDACTED]

Business E-mail [REDACTED]

Nominator Information

Name Courtney Kleffman

Position/Title Resource Teacher, Induction Mentor

Employer Sweetwater Union HSD

Business Address [REDACTED]

Business Telephone [REDACTED]

Business E-mail [REDACTED]

Return to accreditation@ctc.ca.gov

All nomination materials are due at the Commission by 5 pm on February 28, 2022.

In addition to this form, the following must be received for the nomination to be complete:

1. Letter of interest from the nominee (2 page limit)
2. Statement of qualifications, i.e. resume or vitae (3 page limit)
3. Nominee demographics information
4. Employer agreement form



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Professional Services Division

Committee on Accreditation Nominee Employer Agreement

Committee on Accreditation Nominee: Katrine Czajkowski

Nominee's Employer: Mar Vista High School - Sweetwater Union HSD

The Committee on Accreditation (COA) is a 12 member committee comprised of individuals recognized for their expertise in education in California. Pursuant to California Education Code, the Committee is charged with the responsibility of determining the accreditation status of institutions offering educator preparation in California leading to a California credential or certificate for individuals employed in the public schools.

The Committee meets approximately 5 to 6 times a year, each meeting ranging from 1 to 2 days. Most meetings are held at the Commission offices in Sacramento and travel and consistent attendance are necessary for the successful operation of California's accreditation system.

As the employer of the above named nominee, I agree to allow my employee (named above) to participate regularly in the operations of the Committee, if appointed by the Commission on Teacher Credentialing. I understand that the Commission will reimburse the nominee for travel and per diem associated with attendance at meeting and that the employer is not responsible for such costs. In addition, I understand that the Commission will reimburse the employer for expenses related to substitute costs, if applicable.

Name Individual Signing this Agreement (please print or type): Bettina Batista

Title: Principal, Mar Vista High School, SUHSD

Signature: 

Phone: 

Email: 

Please complete this information page and return to accreditation@ctc.ca.gov, or mail to: Commission on Teacher Credentialing, 1900 Capitol Avenue Sacramento, CA 95811 ATTN: PSD. All application materials must be received by close of business **February 28, 2022**.

Ensuring Educator Excellence



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 327-2967 Fax (916) 327-3165 www.ctc.ca.gov

Professional Services Division

Demographic Information *(to be completed by nominee)*

Committee on Accreditation Nominee Katrine Czajkowski

K-12 or IHE

K-12

- ☒ School district
☐ County Office of Education
☐ Other _____
- ☒ Teacher
☐ Site Administrator
☐ District/County Office Administrator
☐ Associate Superintendent
☐ Superintendent
☒ Other Induction Mentor

Institution of Higher Education

- ☐ California State University
☐ University of California
☐ Private/Independent College or University
- ☐ Faculty
☐ Director of Teacher Education
☐ Associate Dean
☐ Dean
☐ Other _____

Region of California

- ☐ Northern California
☐ Central Valley
☐ Inland Empire
- ☐ Bay Area
☐ Los Angeles Area
☒ San Diego Area

Voluntary Disclosure of Ethnicity

- ☐ African American
☐ Asian American
☐ Caucasian
☐ Hispanic/Latino
- ☐ Native American
☐ Pacific Islander
☐ Southeast Asian
☐ Decline to State

Please complete this information page and return to accreditation@ctc.ca.gov
by February 28, 2022.



Mar Vista High School

13 February 2022

Dear Commission on Teacher Credentialing:

Five years ago, I applied to serve on the Committee on Accreditation (COA), having enjoyed the opportunity to contribute as a member of our state's Administrator Performance Assessment (CalAPA) Design Team. On both occasions, I have been encouraged - and challenged - by the magnitude of tasks facing educational leaders at the highest levels in our state. Watching CTC leaders organize, lead, modify, revise, and reflect upon the CalAPA made me curious about how California works to not only develop and publish high expectations; it also made me wonder how local educational authorities are held accountable for meeting these expectations on behalf of diverse students.

Today I am applying for a second term on the COA because I believe in our system. I have gained firsthand experience with accreditation, as both a Program Manager responsible for meeting the CTC's standards and also as a member of the body charged with oversight of the accreditation system. I would like to continue learning from my colleagues across our state and believe my experience and knowledge will help me contribute to the talented team of people working to realize the promise of public education in California.

This year is my 30th as an educator and I am proud to describe the way I have come full circle to revisit, honor, and execute the most important role in our system: classroom teacher. Serving in this capacity, for the third time in my varied career, I have returned to a teaching world someone who left a classroom even five years ago would hardly recognize. The transformation is the result not only of technological advances but also of pandemic challenges. Educators struggle to remain connected to one another, to a professional community, and to the essential purpose of our vocation, which should be to extend opportunity to each student encountered daily. We also struggle to connect with students, straining to hear kids speak through masks, maintaining "social distance" and reading facial expressions limited to raised eyebrows.

To say effective teaching today is a challenge is an understatement. To say the future of our democracy depends upon it is the truth.

I decided to leave my former role as Program Manager for Teacher Induction and Residency in the SUHSD because I'd achieved goals I set for myself when I accepted the position. I redesigned and revived an essential support for our newest teachers, matching them with outstanding colleagues and providing a variety of learning opportunities for them. My Induction team created and used powerful protocols and tools for helping teachers reflect on their practice and collect data to aid in this process. We earned accreditation from the COA during Program Review in 2020 and leading that process - informed by everything I have learned as a member of the COA - taught me a great deal. The thoughtful, intricate, peer-led process of continuous improvement worked exactly as it was supposed to for my district and program. We revised our expectations for candidates and clarified language for stakeholders. CTC's Teacher Induction Standards, Common Standards, and Preconditions serve as a blueprint for meaningful, focused accountability.

Today I am leading professional development for teachers at my own school site (three blocks from where I've lived since 1990) while teaching full-time and mentoring new colleagues. I employ lessons learned from both Program Management and service on the COA in my work with colleagues as well as with my students. While transformation of a system is never instantaneous, knowing expected outcomes is the prerequisite for any meaningful change. A vision for what can be serves as my north star.

I would like to continue service on the COA because I feel my first term was instructive regarding how our accreditation system is intended to work most effectively. I have learned so much. I have also watched experts in our field - both within the CTC and among colleagues in schools/districts - model behavior, leadership, and reflection I would like to emulate and employ in the service of our state's students. When I was first appointed to the COA, one of the CTC's Commissioners told me I was

"Sweetwater Union High School District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics." *SUHSD Board Policy 0410.*



Mar Vista High School

selected “because I would take risks and do the right thing” if necessary. While I wasn’t exactly sure what that meant earlier, I now consider that charge to be a compliment. Asking questions in a tactful, respectful way that honors our mutual challenges while pursuing the COA’s mission of oversight through diligence and attention to detail requires skill. I feel I am only now learning how to do this. The more Site Visit Reports I read, the better I understand the Standards and accreditation process. For example, just in the five years I’ve been on the scene, I’ve watched the entire process of Initial Institution/Program Approval undergo fundamental revision, which has provided LEAs the support they need to launch programs in the right direction from the beginning (instead of requiring redirection and correction down the road).

As I enter my fourth decade of work in education, I will marshal everything I have learned so far toward achieving the goal of quality service for the future of California. This includes my Ph.D. in Educational Policy Studies, clear teaching credentials in three subjects (Math, English/Language Arts and Social Sciences through 12th grade), design and implementation of grant-funded projects including Residency and Expository Literacy; program management at the State, district, and school levels; a variety of instructional coaching and curriculum development responsibilities, and connections to educational experts throughout the United States.

Most importantly, I will continue to bring to the Committee on Accreditation a steadfast commitment to California’s diverse students and the systems we have established to ensure that one’s lifetime opportunities do not correlate to our zip codes or median home prices. We have a way to go before equity is realized but I want to be part of the team pursuing that critical agenda in a state with the vision, courage and leadership to lead our nation.

Sincerely,

Katrine Czajkowski, Ph.D.

Math, ELA and Social Sciences, Mar Vista High School
Former Program Manager, Teacher Induction & Residency
Sweetwater Union High School District

Katrine Czajkowski

Education and Training:

Ph.D. (1999): **Policy Studies and Multicultural Education** (Claremont Graduate School & San Diego State University); dissertation focused on Secondary Mathematics Education

M.A. (1995): **Educational Leadership** (SDSU); Certificate of Eligibility for Administrative Services Credential

California Professional Clear Single Subject Teaching Credential (University of San Diego, 1990-1991):

Mathematics (K-12), by exam; **English** (K-12), by exam; **Social Studies** (7-12), by exam;

California Clear Administrative Credential (SDSU/NCUSD, 2015-2017)

Language Development Specialist (LDS/**CLAD**): 1994

GATE/Advanced Placement certification: 1993

B.S.F.S. (1990): **International Politics** (Georgetown University); major: Science, Technology and International Affairs – Magna Cum Laude, Stephanie Waterman Scholar-Athlete Award
U.S. Naval Academy (1986-1988): Chemistry/English major, 3.66 GPA

Training:

- Next Generation Science Standards (NGSS) 2016, 2014
- iPad, Canvas, Data Director, Illuminate, Jupiter Grades (2014)
- Academic Literacy through Complex Texts (SDCOE, 2014)
- English Learners Accountability (CDE, 2013)
- California Common Core Standards (SDCOE) Math and Literacy (2012-14)
- Expository Reading and Writing Course (ERWC) (2006, 2008, 2012, 2014)
- Understanding by Design (2011, 2005)
- Professional Learning Communities (DuFour: 2007-2009)
- Data Director (SUHSD workshops and on-the-job training 2007-2008)
- Mentoring Matters (Laura Lipton: 2007-08)
- Grading for Learning (Stiggins/O'Connor: 2005, 2007)
- Cognitive Coaching (Tabor: 2004-2006)
- Quality Teaching for English Learners (Walqui/WestEd) – Trainer of trainers (2004)
- SDAIE/LDS certified; participated in GATE and Differentiated Instruction workshops

Professional Experience:

2020-present: **Teacher**, Mar Vista High School (US History, Math):

20-21 Teacher of the Year

2015-2020: **Program Manager, Teacher Induction**, SUHSD

Implement California Commission on Teacher Credentialing's Teacher Induction Standards

- Coordinate 67 experienced teachers to mentor 350 induction candidates
- Plan and lead professional development for variety of participants
- Assemble and submit variety of evidence of standards implementation

2012- 2015: **Lead Curriculum Specialist**, SUHSD

Coordinate development and implementation of written, taught, and tested curriculum

- Develop, revise and disseminate Instructional Guides in four core content areas
- Coordinate development and implementation of Internal Assessments (Performance Tasks and Final Exams) in core content areas

Plan and lead professional development for all teachers in 44,000-student district

- Lead team of 12 District-level Curriculum Specialists (DCSs) to plan variety of workshops at district and zone levels
- Develop mission and core agendas for Site Curriculum Specialist workshops (12xyear)
- Collaborate with DCSs to lead full-day Common Core-based workshops for all core content-area teachers (36 per quarter for a total of 108 per year)
- Ensure representation for all content areas (Visual/Performing Arts, World Languages, Physical Education, Career-Technical Education, others) in district-level decisions

2009-2012: Resource Teacher, SUHSD Academic Support Team:

Collaborate with teachers and administrators in three schools to improve student achievement

- Guide professional learning community (PLC) work
- Provide demonstration lessons and curriculum
- Develop teacher leadership
- Lend coherence to school-wide initiatives through integration of district common language (academic language development, daily learning targets, checking for understanding)

Additional Site-level Teaching and Leadership Experience:

- 2003- 2009: Mar Vista High School: Classroom & Resource Teacher and Grant Director (English 9/10 Structured English Immersion and Co-Teach with Support, English 11, English 12, Crossroads, AVID, United States History, Geometry)
- 1998-2003: Chula Vista High School: Resource Teacher and Categorical Coordinator
- 1996-97: National University: CLD 625A&B – Cross-cultural Curriculum & Procedures
- 1992-1998: Mar Vista High School: Algebra, geometry, Algebra 2, Integrated math, English, social sciences
- **1998 SUHSD Teacher of The Year; Finalist for San Diego County Teacher of the Year**
- **1992 Metro League Girls' Swimming Coach of the Year**
- 1991-1992: Chula Vista High School: English 12, Algebra, Communications

Publications and Presentations:

- Presented at First Annual CTC **Teacher Induction Conference**, 2017 (Fresno, CA); Annual California **STEAM Symposia**, 2017, 2015 (San Francisco, CA); California Educational Research Association (**CERA**) conference, 2011 (Anaheim, CA); California **Literacy Summit**, 2010 (Los Angeles, CA); California Association of Bilingual Educators (**CABE**), 2010 (Long Beach, CA); California Association of Bilingual Educators (**CABE**), San Francisco 2001; American Educational Research Association (**AERA**) Convention, New Orleans 2000
- "Commentary for 'Coaching in Mathematics: Teachers, Departments and Schools,'" *Stories from Schools: Case Studies of the California Academic Partnership Project*. Ed. Alice Kawazoe. Long Beach, CA: California Academic Partnership Project, 2009. Pages 152-157. Print.
- "Expect Success: Interventions beyond Remediation," *Stories from Schools: Case Studies of the California Academic Partnership Project*. Ed. Alice Kawazoe. Long Beach, CA: California Academic Partnership Project, 2009. Pages 108-131. Print.
- "Student Support," *Inside High School Reform: Making the Changes that Matter*. Ed. Jordan Horowitz. San Francisco, CA: WestEd, 2005. Pages 21-30. Print.
- "Course Offerings and Alignment," *Inside High School Reform: Making the Changes that Matter*. Ed. Jordan Horowitz. San Francisco, CA: WestEd, 2005. Pages 31-42. Print.
- "Teaching as an Act of Love: The Classroom of Critical Praxis," *Reinventing Paulo Freire: A Pedagogy Of Love*. Ed. Antonia Darder. Boulder, CO: Westview Press, 2002. Print.

Synergistic Activities:

2018-present: Serve as member of the Commission on Teacher Credentialing's (CTCs) **Committee on Accreditation** (COA): Contribute to oversight of California's education accreditation system

2016 – 2019: Serve as member of California Administrator Performance Assessment Design Team (**CalAPA**)

2005 – 2020: Coordinate SDSU **Math/Science Teaching Initiative** (MSTI) Grant activities (Mar Vista High, Montgomery High and Montgomery Middle Schools): Recruit, train and monitor performance of 25 college student tutors

- Provide ongoing professional development for MSTI participants
- Integrate MSTI efforts within context of ongoing school reform efforts at MVH
- Connect local MSTI efforts to SDSU and SUHSD

2005 – 2014: Direct CAPP (California Academic Partnership Project) **Expository Literacy Grant** focused on ELA PLCs

- Study implementation of the ERWC (Expository Reading and Writing Course)
- Develop and refine procedures for guiding PLCs (Professional Learning Communities)
- Develop and implement CFAs (common, formative assessments) based on college readiness expectations
- Develop and implement curricular materials and resources for improving preparation of teachers and students for proficiency in critical literacy
- “Backward map” expository literacy expectations via middle school pilot project at Kit Carson Middle school, Sacramento, CA

2006 – 2014: Serve as member of the California Department of Education's **Intersegmental Coordinating Committee (ICC)** and other groups representing intersegmental articulation

- ICC is the programmatic arm of the California Educational Round Table (CERT). CERT is comprised of the chief executive officers of the educational sectors and the State's long-range planning and coordinating agency.

1998-2003: Served as **Categorical Coordinator** at Chula Vista HS (Chula Vista, CA)

- Supervise development and revision of annual CVH **Site Plan** to include guidance of School Site Council (Chair, 1999-2003), membership on School Leadership Team (1999-2003), and supervision of **Coordinated Compliance Review** (CCR) in 2003.
- Manage variety of **categorical budgets** (including Title I, EIA/LEP, M&M Dropout Prevention, Partnership Grants, and other supplemental funding)

Other Leadership Roles within the SUHSD:

- 2008 – 2010: Support SUHSD Curriculum Office as **English/Language Arts Resource Teacher**.
- 1996 – 2008: Support beginning teachers as **BTSA2 Support Provider** and SUHSD **Mentor Teacher**
- Developed course descriptions for new SUHSD UC/CSU a-g courses

References: Available upon request



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Professional Services Division

2022 NOMINATION FORM COMMITTEE ON ACCREDITATION (COA) MEMBERS

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I wish to nominate the following individual to be a member of the Committee on Accreditation. In addition, I verify that I have obtained the nominee's permission to make this nomination.

Nominee Information

Name Allan Hallis

Position/Title Administrator, Preliminary Teacher Preparation

Employer Riverside County Office of Education

[Redacted]

Business Telephone [Redacted]

Business E-mail [Redacted]

Nominator Information

Name Melanie Oliver

Position/Title Director II, Teacher Preparation Programs

Employer Riverside County Office of Education

[Redacted] ss Address [Redacted]

Business Telephone [Redacted]

Business E-mail [Redacted]

Return to accreditation@ctc.ca.gov

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2. Statement of qualifications, i.e. resume or vitae (3 page limit)
3. Nominee demographics information
4. Employer agreement form



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Professional Services Division

Committee on Accreditation Nominee Employer Agreement

Committee on Accreditation Nominee: Allan Hallis

Nominee's Employer: Riverside County Office of Education

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Name Individual Signing this Agreement (please print or type): Melanie Oliver

Title: Director II

Signature: Melanie Oliver

 Digitally signed by Melanie Oliver
Date: 2022.02.11 14:24:20 -08'00'

Phone: [REDACTED]

Email: [REDACTED]

Please complete this information page and return to accreditation@ctc.ca.gov, or mail to: Commission on Teacher Credentialing, 1900 Capitol Avenue Sacramento, CA 95811 ATTN: PSD. All application materials must be received by close of business **February 28, 2022**.



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Professional Services Division

Demographic Information *(to be completed by nominee)*

Committee on Accreditation Nominee Allan Hallis

K-12 or IHE

K-12

- ☐ School district
- ☒ County Office of Education
- ☐ Other _____

- ☐ Teacher
- ☐ Site Administrator
- ☒ District/County Office Administrator
- ☐ Associate Superintendent
- ☐ Superintendent
- ☐ Other _____

Institution of Higher Education

- ☐ California State University
- ☐ University of California
- ☐ Private/Independent College or University

- ☐ Faculty
- ☐ Director of Teacher Education
- ☐ Associate Dean
- ☐ Dean
- ☐ Other _____

Region of California

- ☐ Northern California
- ☐ Central Valley
- ☒ Inland Empire
- ☐ Bay Area
- ☐ Los Angeles Area
- ☐ San Diego Area

Voluntary Disclosure of Ethnicity

- ☐ African American
- ☐ Asian American
- ☐ Caucasian
- ☐ Hispanic/Latino
- ☐ Native American
- ☐ Pacific Islander
- ☐ Southeast Asian
- ☒ Decline to State

Please complete this information page and return to accreditation@ctc.ca.gov
by February 28, 2022.

February 16, 2022

Dear Committee on Accreditation,

My name is Allan Hallis and I currently work as an Administrator for Preliminary Teacher Preparation with the Riverside County Office of Education (RCOE). I would be honored to be considered for a nomination to the Committee on Accreditation (COA) as a K-12 Educator Member.

We are all in this work to positively impact students. All of our students deserve highly-qualified educators. Making a difference with new teacher and administrator credentialing is the largest area to positively impact our educational system to more equitably serve students.

My passion and dedication for these efforts has led me to work closely with the Commission on Teacher Credentialing (CTC). I am currently a Board of Institutional Review (BIR) member and have been invited to serve on Initial Program Reviews, Program Reviews, Common Standards Reviews, and as a Site Visit Team Member. I am also a member of the Special Education CalTPA Design Team (since 2020) and a Marker Scorer for both the Pilot and Field Tests. It is exciting to be an integral part of the work that will bring an authentic and meaningful performance assessment to all future teachers in special education in the state.

I have worked in a variety of K-12 settings in my two decades in education. I have experience and credentials in Single Subject English, Mild to Moderate Disabilities, Moderate to Severe Disabilities and Administrative Services. My experience as a teacher and administrator spans all grade levels (PreK - Age 22) and school settings (rural, urban and suburban).

My work in teacher preparation includes a decade of experience with teachers in a variety of licensure programs and routes. I have served as an instructor, field supervisor and administrator for general education and/or special education preliminary preparation programs. I have been a reflective coach and administrator for new teacher induction. I have also developed course content for administrative credential programs.

My current role is helping to lead a program with over 100 new special education teacher candidates serving as intern teachers in the Inland Empire region of Southern California. This gives me a daily glimpse and ongoing insight into the realities of a wide range of our current schools and classrooms. It also shines a light on the successes and challenges of teacher recruitment and retention in an ever-changing world.

The teacher shortage is very real and shows no signs of relenting. I feel a responsibility to do everything in my power to be a part of the solution. The COA does the vital work to ensure that all candidates receive quality preparation. The COA provides the critical framework for programs to grow within a cycle of continuous improvement. It would be a personal and professional privilege to be a larger part of these foundational impacts on the field, and most importantly, on our students.

Sincerely,

Allan Hallis

Allan Hallis

Allan Hallis

PROFESSIONAL EXPERIENCE

In Service with the California Commission on Teacher Credentialing

- Member of the Special Education CalTPA Design Team and Marker Scorer
- Board of Institutional Review (BIR) Member invited to serve on Initial Program Reviews, Program Reviews, Common Standards Reviews, and as a Site Visit Team Member

Riverside County Office of Education, School of Education, 2019 – Present

Administrator, Preliminary Teacher Preparation

- Administrator of RCOE Special Education Intern Teacher Programs (Mild to Moderate and Moderate to Severe)
- Author of Special Education Intern Program course content, syllabi and program design
- Lead the day-to-day operations of intern program including the staffing, training and evaluation of Practicum Supervisors, Site Mentors and Instructional Facilitators
- Author of the Implementation Plan for new Special Education Program Standards and “Common Trunk” of classes for future general education program design

Riverside County Office of Education, Center for Teacher Innovation, 2016 – 2019

Coordinator, Preliminary Teacher Preparation and New Teacher Induction

- Coordinator of RCOE Special Education Intern Teacher Programs (Mild to Moderate and Moderate to Severe)
- Co-Author of Special Education Intern Program CTC Submission and Approval
- Oversee the day-to-day operations of intern program including the staffing, training and evaluation of Practicum Supervisors, Site Mentors and Instructional Facilitators
- Program Management of Teacher Induction for multiple Riverside County School Districts, coordinating learning opportunities for hundreds of induction candidates
- Created and delivered professional development, trained and coached hundreds of New Teacher Mentors

Los Angeles Unified School District (LAUSD) Department of Special Education, 2014 – 2016

Administrator, Specialist, Instruction K-12

- Oversee the day-to-day operations of Intensive Diagnostic Educational Centers (IDEC) at over twenty sites, including staffing, evaluations, budgeting, payroll, instructional practices, and district-wide expansion
- Project manager of Division of Special Education Strategic Operating Project to implement an evidence-based MTSS literacy intervention program in all elementary and middle schools for students in either general education or special education
- Coordinated Compensatory Education Hours program for the hundreds of high-profile cases awarded hours through Informal Dispute Resolution (IDR) and Due Process negotiations
- Co-author with Cal State University at Northridge in securing one of three available 2015 Federal Model Demonstration Grants to create a replicable Adolescent Literacy Intervention Program for students in grades 9-12
- Administrator of hundreds of IEPs, many in the IDR or Due Process phases

LAUSD District Intern Program, 2013 – 2016**Instructional Facilitator and Program Supervisor**

- Facilitator, Course Content Author and Program Supervisor for Special Education and General Education Credential interns and courses
- Practicum Supervisor for teachers in multiple settings and disciplines

LAUSD Department of Special Education, 2013 – 2014**Instructional Coach, Intensive Diagnostic Educational Centers (IDEC)**

- Coached and mentored teachers in both special education and general education in early literacy and reading practices
- Created the District-Wide Extended School Year course curriculum for Grades 9-12 ELA hybrid learning
- District trainer for Universal Design for Learning (UDL), Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) strategies

LAUSD Department of Special Education, 2011 – 2013**Teacher, Intensive Diagnostic Educational Center (IDEC)****Hamilton High School, Los Angeles, CA, 2008 – 2011****Testing Coordinator, Data Coordinator and Work Experience Coordinator****Classroom Teacher – Middle School and High School – LAUSD and Clark County School District, 2002 – 2008****Special Education English, General Education English, Computer Applications and Gifted/Talented Coordinator****CREDENTIALS AND STATE-WIDE WORK**

- **Administrative Services, California Professional Clear Credential**
- **Education Specialist Instruction, Mild to Moderate Disabilities, CA Professional Clear Credential**
- **Education Specialist Instruction, Moderate to Severe Disabilities, CA Professional Clear Credential**
- **Secondary English, California Professional Clear Single Subject Credential**
- **Computer Concepts and Applications, California Professional Clear Credential Added Authorization**
- **2014 Michael McKibbin Outstanding Educator of the Year Award, California Teacher Corps**
- Wilson Reading System, Level I Instructor Certification
- Wilson Reading System, Just Words Facilitator Certification
- Lindamood Bell Seeing Stars and Visualizing & Verbalizing Trained
- UCLA Writing Project Fellow

EDUCATION**Ed.D Candidate, National University, Organizational Innovation (targeted completion Summer 2022)****Master of Science, Educational and Instructional Technology, National University, 2008**

Capstone project focused on the research behind the use of electronic portfolios / longitudinal student data to inform ongoing progress monitoring and targeted intervention.

Bachelor of Arts, Journalism, Cal State Northridge, 2000



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Nominee Information

Name Patricia Pernin, Ed.D.

Position/Title Director, Intern, Credentialing, and Added Authorization Program

Employer Los Angeles Unified School District

Business Address [REDACTED]

Business Telephone [REDACTED]

Business E-mail [REDACTED]

Nominator Information

Name Marco A. Nava, Ed.D.

Position/Title Director, Intern, Credentialing, and Added Authorization Program

Employer Los Angeles Unified School District

Business Address [REDACTED]

Business Telephone [REDACTED]

Business E-mail [REDACTED]

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Nominee's Employer: Los Angeles Unified School District

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The Committee meets approximately 5 to 6 times a year, each meeting ranging from 1 to 2 days. Most meetings are held at the Commission offices in Sacramento and travel and consistent attendance are necessary for the successful operation of California's accreditation system.

As the employer of the above named nominee, I agree to allow my employee (named above) to participate regularly in the operations of the Committee, if appointed by the Commission on Teacher Credentialing. I understand that the Commission will reimburse the nominee for travel and per diem associated with attendance at meeting and that the employer is not responsible for such costs. In addition, I understand that the Commission will reimburse the employer for expenses related to substitute costs, if applicable.

Name Individual Signing this Agreement (please print or type): Marco Nava, Ed.D.

Title: Administrator, Induction & Credentialing Programs

Signature:

Phone:

[REDACTED]

Email:

[REDACTED]

Please complete this information page and return to accreditation@ctc.ca.gov, or mail to: Commission on Teacher Credentialing, 1900 Capitol Avenue Sacramento, CA 95811 ATTN: PSD. All application materials must be received by close of business **February 28, 2022**.



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 327-2967 Fax (916) 327-3165 www.ctc.ca.gov

Professional Services Division

Demographic Information *(to be completed by nominee)*

Committee on Accreditation Nominee Patricia Pernin

K-12 or IHE

K-12

- ☒ School district
- ☐ County Office of Education
- ☐ Other _____

- ☐ Teacher
- ☐ Site Administrator
- ☐ District/County Office Administrator
- ☐ Associate Superintendent
- ☐ Superintendent
- ☐ Other _____

Institution of Higher Education

- ☐ California State University
- ☐ University of California
- ☐ Private/Independent College or University

- ☐ Faculty
- ☒ Director of Teacher Education
- ☐ Associate Dean
- ☐ Dean
- ☐ Other _____

Region of California

- ☐ Northern California
- ☐ Central Valley
- ☐ Inland Empire
- ☐ Bay Area
- ☒ Los Angeles Area
- ☐ San Diego Area

Voluntary Disclosure of Ethnicity

- ☐ African American
- ☐ Asian American
- ☒ Caucasian
- ☐ Hispanic/Latino
- ☐ Native American
- ☐ Pacific Islander
- ☐ Southeast Asian
- ☐ Decline to State

Please complete this information page and return to accreditation@ctc.ca.gov
by February 28, 2022.

Dear Commissioners and Members of the Committee on Accreditation,

Over the past 11 years, I have had the opportunity to lead Los Angeles Unified School District's (LAUSD) *Intern, Credentialing, and Added Authorization Program – iCAAP*. I believe that a strong credentialing program is key to the development of a strong educator workforce and that the accreditation process is instrumental in ensuring that all credentialing programs in California maintain the standards set forth by the CTC based on the ideas of access and equity not only in the classroom but also with our educator workforce. For these reasons, I am applying for the position as the K-12 Educator Member of the CTC Committee on Accreditation. As a professional educator, I will bring to the committee my enthusiasm to learn, and my collaborative spirit and experiences for both evaluating and implementing accredited credentialing programs.

Maintaining the core principles of ensuring access and equity for underserved and underrepresented candidates is central to the purpose of the programs I supervise. In LAUSD, the data indicates that the educator workforce in LAUSD replicates the state student demographics more closely than the overall workforce data for the State. As I work closely with various departments such as the Career Ladder within LAUSD, my staff and I continue to ensure that access and equity is evident, ensuring that we are able to perpetuate our original mission when the program began in 1984 to diversify our educator workforce with highly trained educators. This also translates into our curriculum that focuses on how teachers address the needs of underserved and underrepresented students based on the Common Standards, TPE's and Program Standards. As a representative from one of the largest district based credentialing programs in the second largest urban school district in the country, my input will provide relevant and timely insight into the work of the COA.

The Accreditation Framework provides a strong process and ensures that the programs serving our educators in California are "effectively training school personnel to function in the credential areas for which they are being prepared". This is key to ensuring that California is at the forefront in credentialing. As a Board of Institutional Review member, I have seen how this process ensures that programs are meeting the requirements as evidenced by data indicating the effectiveness of the programs. When a program does not meet the requirements there is a very clear process to support and guide institutions to adjust and meet expectations. It was enlightening to compare my first accreditation cycle ten years ago and our most recent cycle that culminated in accredited status for all programs. The new accreditation framework process has provided all programs the ability to move through the seven-year cycle of reflection on their practice through analysis of data, and to make changes when warranted. I found the process to be illuminating and fulfilling as it allowed LAUSD to analyze all aspects of our programs over time, to make informed changes based on collected data as a credentialing unit, and to receive supportive feedback from the BIR team.

A major data point is the feedback we receive from our candidates. Their input is vital in ensuring that we are meeting their needs while remaining true to the state requirements. Our teachers often have provided us with insight into what is important in their program. As an example, our single subject candidates requested additional support in reading. In response, I initiated an additional reading course specific to the single subject credential. Candidate input is an integral part of a successful credentialing program. This also includes celebrating their success. At each of their culminating activities, we sometimes see tears as they speak about their time within the program and the lifelong friends that they have made. Being open to data and feedback from various stakeholders provides an opportunity to improve our practice; I will continually strive to do this as a member of the COA.

As indicated above, a strong accreditation process tied to equity driven standards for all credentials is key to ensuring that educators are effectively trained to meet the needs of all students in California. I know that my background will be an asset for the Committee as the K-12 Educator member if provided this opportunity.

Sincerely,



PATRICIA J. PERNIN, ED.D.



I have been an educator for over 34 years, and I have had the opportunity to love every position I have held. Possibly one of the most rewarding positions is Director of the *Intern, Credentialing, and Added Authorization Program – iCAAP* in Los Angeles Unified School District. Developing credentialing programs for our teachers has afforded me the opportunity to ensure that equity and access are not only evident for teachers within our program but also is evident in our curriculum that directly affects our students in the classroom. Being an active member of the credentialing community has also allowed me to grow as our programs have changed and advocate for all students within our system. Below are some of the experiences that have influenced my present work.

EXPERIENCE

JULY 2010 TO PRESENT

DIRECTOR: INTERN, CREDENTIALING, AND ADDED AUTHORIZATION - ICAAP, LAUSD

Supervised the transition to the new TPE's for the following programs:

- Education Specialist Program: MMSN and ESN
- General Education Preliminary Program: Multiple Subject, Single Subject in Mathematics, Science and English

Initiated and supervised the development and submission to the CCTC new LAUSD programs since 2010:

- Transition from Level 1 to Preliminary Education Specialist Credentials – MMD/MSD
- Autism Spectrum Disorder Added Authorization
- Early Childhood Special Education Added Authorization.
- Early Childhood Education Specialist Credential
- Transition from Level II Education Specialist Program to an Induction Program.
- Bilingual Added Authorization in Spanish, Korean, Mandarin, French
- Reading and Literacy Added Authorization

Supervised and coordinated the successful State accreditation review for LAUSD's credentialing programs (2012 and 2021) and continue to lead the accreditation seven-year cycle for all LAUSD credentialing programs.

Serve as a member of the California Board of Institutional Review (BIR) team.

Coordinate and Facilitate, the CTC Region 4 Regional Directors Network Meeting for credentialing programs that include representatives from University of California, Los Angeles; CalTeach; National University; California State University, Northridge; California State University, Dominguez Hills; California State University, Los Angeles.

Co-lead in collaboration with CSUN the implementation of the *Los Angeles Male Teachers of Color Network LAMTCN* grant that provides professional development for Principals and Lead Mentors with the intent to increase the retention rate of male teachers of color.

Served on the CTC Collaboration Work Group that met to discuss strategies to support programs during the COVID crisis.

Participate as a member of various Advisory Boards: UCLA UCAP Advisory Board, UCLA Extension Advisory Board, Riverside County Office of Education, Palos Verde Induction Program, and Compton Unified School District Induction Program.

Participate as a member of the Cluster 4 Leadership Committee for Induction.

Attend the Commission on Teacher Credentialing meetings, collaborate with other credentialing programs, and provide testimony when applicable.

Initiated and integrated a new learning and assessment platform that houses all coursework and rubric aligned assessments directly tied to the California Teacher Performance Expectations (TPE) and the California Standards for the Teaching Profession (CSTP).

Restructured and improved the iCAAP curriculum through analysis of survey data from participants in the program as well as instructional faculty.

Supervise the iCAAP staff, ensuring efficiency and a smooth workflow.

JULY 2007 TO JUNE 2010

ADMINISTRATIVE COORDINATOR, PEARSON LEARNING TEAMS PROJECT, LAUSD

Supervised and coordinated the Learning Teams mathematics program for over 90 schools in collaboration with Pearson Learning Teams.

AUGUST 2005 TO JUNE 2007

ADMINISTRATIVE COORDINATOR, SECONDARY MATHEMATICS, LAUSD

Supervised and coordinated the development, distribution, and professional development for the Los Angeles Unified School District Secondary Mathematics Instructional Guide (SMIG) based on the California state standards for mathematics. Coordinated and facilitated the PRISMA (Providing Rigorous Instruction Supporting Mathematics for All) Pilot in collaboration with the Institute for Learning, University of Pittsburgh (Institute for Learning): 2006-2007 with Dr. Margaret Schwan Smith.

JULY 2004 TO JUNE 2005

COORDINATOR MATHEMATICS, LAUSD

Coordinated, developed, and provided professional learning opportunities in mathematics for teachers, coaches, and administrators focusing on classroom observations and effective questioning techniques in the classroom.

JULY 2003 TO JUNE 2004

K-12 MATHEMATICS SPECIALIST, Local District G, LAUSD

AUGUST 2002 TO JUNE 2003

SUSAN MILLER DORSEY HIGH SCHOOL MATHEMATICS COACH AND POLICE ACADEMY MAGNET COORDINATOR, LAUSD

AUGUST 2001 TO JUNE 2002

ALEXANDER HAMILTON HIGH SCHOOL HUMANITIES MAGNET COORDINATOR, LAUSD

TEACHING EXPERIENCE

ALEXANDER HAMILTON HIGH SCHOOL– CA –Mathematics: Algebra thru Calculus BC

PAUL REVERE JUNIOR HIGH SCHOOL – CA – Mathematics

MARQUEZ ELEMENTARY SCHOOL – CA – Librarian

LOWER MERION SCHOOL DISTRICT – PA – Mathematics and Science Homebound Teacher

BALA CYNWYD JUNIOR HIGH SCHOOL – PA – Mathematics

EDUCATION

DOCTOR OF EDUCATION, CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Dissertation: Targeted Professional Development to Enhance Content Specific Workgroups

MASTER OF SCIENCE, ADMINISTRATION, NATIONAL UNIVERSITY

GUIDANCE AND COUNSELING, WEST CHESTER UNIVERSITY

BACHELOR OF SCIENCE, MATHEMATICS, PENNSYLVANIA STATE UNIVERSITY

CONFERENCE PRESENTATIONS

National Council of Teachers of Mathematics

Learning Forward Conference

CTC Annual Induction Conference

National Association of Alternative Certification

California Teacher Corps Conference

ORGANIZATIONS

Past President of California Teacher Corps. CaTC

Past Secretary of the National Association for Alternative Certification. NAAC

Association of Administrators of Los Angeles: AALA

Association of California School Administrators: ACSA Membership Committee

AWARD

Association of California Region 16, *ADMINISTRATOR OF THE YEAR*, Marcus Foster Memorial, 2020.



Commission on Teacher Credentialing

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Professional Services Division

2022 NOMINATION FORM COMMITTEE ON ACCREDITATION (COA) MEMBERS

The Education Code §44373 states that Committee on Accreditation members are selected for their distinguished records of accomplishments in education.

I wish to nominate the following individual to be a member of the Committee on Accreditation. In addition, I verify that I have obtained the nominee's permission to make this nomination.

Nominee Information

Name: Al Rabanera

Position/Title: Math Educator

Employer: La Vista High School, Fullerton Joint Union High School District

[Redacted]

[Redacted]

[Redacted]

Nominator Information

Name: Sarah Lillis

Position/Title: Executive Director

Employer: Teach Plus California

[Redacted]

[Redacted]

[Redacted]

Return to accreditation@ctc.ca.gov

All nomination materials are due at the Commission by 5 pm on February 28, 2022. In addition to this form, the following must be received for the nomination to be complete: 1.

Letter of interest from the nominee (2 page limit)

2. Statement of qualifications, i.e. resume or vitae (3 page limit)
3. Nominee demographics information
4. Employer agreement form



February 21, 2022

RE: Recommendation for Al Rabanera to the Committee on Accreditation (COA)

To Whom it May Concern,

It is my pleasure to write to you to recommend Al Rabanera to the Committee on Accreditation. I believe that Mr. Rabanera, a math teacher at La Vista High School, in Fullerton, California, and a former Teach Plus Policy Fellow, is a perfect candidate for the COA. Al's passion for his students and community, his demonstrated expertise as an educator, his commitment to breaking down barriers and fostering an inclusive and supportive teaching and learning environment, his innate ability to understand and connect with those around him - from his students to colleagues to state policymakers, and his drive to shape the system in which he lives and works make him a strong candidate for the committee.

As California Executive Director of Teach Plus, I have had the opportunity to see firsthand the power of Al's leadership, intellect and commitment to equity. As a part of the 2019-20 Teach Plus Teaching Policy Fellowship, I witnessed Al grow over his twelve month fellowship in his understanding of education policymaking and the role of teachers in shaping, implementing and sustaining systems change, as well as in the strength of his voice and his ability to use it to lead.

From the beginning of the fellowship, I was impressed with Al's ability to analyze and make sense of very complex educational policy issues, with probing questions, data analysis and secondary research. He also had an innate ability to draw connections between wonky policy issues and the experiences of teachers, students and families - translating complex issues into simpler, more palatable language. Al emerged quickly as a leader in his cohort, organizing and motivating his working group to explore teacher preparation-related policy, and conducting teacher research and [crafting recommendations on uses for federal relief funds](#). Recognizing Al's strength as a teacher leader, I recommended him to serve on the Teach Plus National Policy Advisory Board.

While I have worked with many excellent educators over the years, Al has truly distinguished himself as a leader and a thinker. An unwavering commitment to ensuring that we have an educational system that reaches and engages every child, he has been unafraid to wrestle with challenging educational issues. In addition to his work with Teach Plus, Al has repeatedly demonstrated his leadership in building a meaningful learning community. He has held numerous leadership roles in his local, state and national union. He was selected to serve on the Board of Director for the Council for the Accreditation of Educator Preparation (CAEP) and on the CAEP Equity and Diversity Committee, serving as an independent expert advising CAEP about diversity and equity in accreditation. His commitment to educator diversity was also reflected in his founding of [Cultivating Teacher Leaders](#), an extensive project to recruit and mentor educators from diverse populations in

Fullerton. He was also selected to serve on a teacher advisory board for EdSource, among various other leadership opportunities.

Perhaps most importantly, Al demonstrates a commitment to educational excellence in his classroom and has been recognized for this by many. He has been recognized by the California State University at Fullerton as a Distinguished Alumni of the Year for the College of Education and he was honored by the NEA Foundation with the Horace Mann Award for Teaching Excellence.

Al Rabanera has been an exemplary teacher leader in the truest sense of the words. Not only has he demonstrated commitment to working on complex policy issues but he also appreciates the powerful role educators play in developing and sustaining any significant policy change. I believe that his voice would be a welcome addition to the important conversations of the COA. Al demonstrates the mindset that systemic problems facing students and school districts cannot be solved in isolation, but must stem from an authentic collaboration of stakeholders from across the community. He is a thoughtful and committed educator and leader, who would bring his vision, enthusiasm and intellect to the COA.

Please feel free to contact me if you have any additional questions.

Sincerely,



Sarah Lillis

[Redacted contact information]



Commission on Teacher Credentialing

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Professional Services Division

Committee on Accreditation Nominee Employer Agreement

Committee on Accreditation Nominee: Al Rabanera

Nominee's Employer: Fullerton Joint Union High School District

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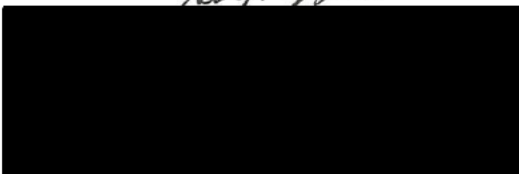
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As the employer of the above named nominee, I agree to allow my employee (named above) to participate regularly in the operations of the Committee, if appointed by the Commission on Teacher Credentialing. I understand that the Commission will reimburse the nominee for travel and per diem associated with attendance at meeting and that the employer is not responsible for such costs. In addition, I understand that the Commission will reimburse the employer for expenses related to substitute costs, if applicable.

Name Individual Signing this Agreement (please print or type): Steve McLaughlin, Ed.D.

Title: Superintendent

Signature:



Please complete this information page and return to accreditation@ctc.ca.gov, or mail to: Commission on Teacher Credentialing, 1900 Capitol Avenue Sacramento, CA 95811 ATTN: PSD. All application materials must be received by close of business **February 28, 2022**.



Commission on Teacher Credentialing

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Professional Services Division

Demographic Information *(to be completed by nominee)*

Committee on Accreditation Nominee Al Rabanera

K-12 or IHE

K-12

- ☐ School district
- ☐ County Office of Education
- ☐ Other _____
- ☒ Teacher
- ☐ Site Administrator
- ☐ District/County Office Administrator
- ☐ Associate Superintendent
- ☐ Superintendent
- ☐ Other _____

Institution of Higher Education

- ☐ California State University
- ☐ University of California
- ☐ Private/Independent College or University
- ☐ Faculty
- ☐ Director of Teacher Education
- ☐ Associate Dean
- ☐ Dean
- ☐ Other _____

Region of California

- ☐ Northern California
- ☐ Central Valley
- ☐ Inland Empire
- ☐ Bay Area
- ☒ Los Angeles Area
- ☐ San Diego Area

Voluntary Disclosure of Ethnicity

- ☐ African American
- ☒ Asian American
- ☐ Caucasian
- ☐ Hispanic/Latino
- ☐ Native American
- ☐ Pacific Islander
- ☒ Southeast Asian
- ☐ Decline to State

Please complete this information page and return to accreditation@ctc.ca.gov
by February 28, 2022.

Al Noel R. Rabanera

To whom it may concern,

It is with great pleasure that I submit this letter seeking appointment to the Committee on Accreditation (COA). You will find that my personal commitments and experiences make me a strong fit to serve on the COA.

My unique educational experiences with Educator Preparation Programs and Accreditation makes me an ideal member to serve on the COA. Previously serving as my school's Accreditation Chair through the regional accreditation process, Western Association of Schools and College (WASC), my leadership efforts led to my school earning an accreditation status of a six year term with a mid-term visit. As the chair, I led focus group leaders and facilitated focus groups meetings engaging my colleagues in the accreditation process to share about our school's processes and programs. To expand my understanding of the accreditation process, I served on a WASC Visiting Committee team to experience accreditation through a different perspective of the institutional review process.

I am familiar with California Standards for the Teaching Profession and credentialing requirements as I have served in the capacity as a Master Teacher working in collaboration with University Supervisors to support pre-service teacher candidates during their clinical experiences. I have supported University Interns that aspire for a career in education by making my classroom available for observations.

As a Board of Director for the Council for the Accreditation of Educator Preparation (CAEP), I currently serve as one of four P-12 Practitioner representatives. CAEP is a national accreditor that advances equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. Currently, I also serve on the CAEP Nominating Committee to ensure that the leadership of CAEP reflects the necessary partnerships between education preparation and P-12 education and CAEP's commitment to diversity. Additionally, I serve on the CAEP Equity and Diversity Committee serving as an independent expert advising CAEP about diversity and equity in accreditation.

My educational passion extends to teacher diversity. I co-founded and served as a Director for a program to mitigate the teacher shortage through mentorship models that

focused on the attraction, recruitment and retention of a diverse teacher workforce. As a Director, I procured and maintained partnerships for the recruitment and retention of educators with School Districts, Community Partners, Non-Profit Partners, College/University Partners and Local/State/National Affiliate Partners. In my role as a Director, I provided program oversight and program direction to support the Coordinators and the Program Assessment Specialists. I secured over \$750,000 in grant funds and other in-kind resources from partnering organizations.

My policy experience includes work with California Teachers Association and Teach Plus. I have advocated for California educators by meeting and speaking with legislators and have provided expert testimony to the Assembly Education Committee. My national experience expands to federal policy as I lend my voice to advocate for students and educators to include leading presentations on diversity, equity, and inclusion, serving as a panelist for various educational organizations, and by meeting and speaking with legislators about the importance of teacher diversity.

My educational experiences have been recognized by the California State University at Fullerton as I was honored as a Distinguished Alumni of the Year for the College of Education for the development and implementation of new programs that promote the retention of current teachers and to encourage a new generation of students to pursue careers in teaching. I was honored by the NEA Foundation with the Horace Mann Award for Teaching Excellence for demonstrating expertise in my practice, advocating for my students and the profession, manifesting a commitment to equity and diversity, engaging my communities, and supporting other educators in the learning process. With 18 years experience serving as a high school math educator, I understand and take a proactive approach to advocating for the growth, stability, and success for those that are currently in, or considering, the teaching profession.

I believe that you will find my commitment to high standards for educators and the need for ongoing professional growth an asset to the COA. Thank you for the opportunity to submit this letter. I am excited for the opportunity to serve.

Al Noel R. Rabanera

Al Noel R. Rabanera

CERTIFICATIONS AND RECOGNITIONS

Clear Single Subject Credential, 2005
Preliminary Administrative Credential Tier I, 2009
Horace Mann Award for Teaching Excellence, 2016
California Casualty Award for Teaching Excellence, 2016
Distinguish Alumni of the Year, California State University Fullerton, 2018

EDUCATION

University of Southern California
Doctor of Education, 2011
Emphasis: Educational Leadership / Educational Psychology

California State University, Fullerton
Master of Science Education, 2007
Emphasis: Secondary Education

University of California, Irvine
Bachelor of Arts, 2003
Major: Social Science / Social Studies

RELEVANT EXPERIENCE

Math Educator: 2004 - present, Math Department Chair: 2006 - 2017
La Vista High School, Fullerton, CA
Served as a communication liaison between faculty, administration, and families.
Served as a leader in curriculum and pedagogy in the department. Facilitated department meetings that promote participation from all department members. Advocated for the math department while support the wider mission of the school

Activities Director: 2006 - 2015
La Vista High School, Fullerton, CA
Planned, implemented, and carried out student activities to meet the needs of the student body in relation to the school and community. Supervised and advised the organization and operation of the student government including all records, documents, and meetings.

WASC Chair: 2011
La Vista High School, Fullerton, CA
Planned, organized, and led the staff in collaboration with the school site administration through the WASC accreditation process. Provided focus group leader with direction and led focus group meetings to communicate the programs and processes at the school site.

Co-founder / Director: 2016 - 2022
Cultivating Teacher Leaders
Procured and maintained partnerships for recruitment and retention of educators. Provide program oversight. Provided direction and support to Coordinators. Served as a liaison to program partners. Organized and secured venue space for meetings with program partners.

SIGNIFICANT EXPERIENCES

Board Member: 2018 - present

Council for the Accreditation of Educator Preparation

CAEP advances equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

Board Member: 2020 - present

Institute for Teaching / California Teachers Association

IFT enhances, supports and sustains high-quality teaching and high-quality public schools for all California students. The IFT seeks to advance public education and promote the common good of our students and communities.

Board Member: 2016 - 2020

North Orange County United Teachers

NOCUT oversees the UniServ budget directing the work of UniServ staff, and facilities member service programs and training.

National Policy Advisory Board: 2020 - present

Teach Plus

The Teach Plus National Policy Advisory Board is a nonpartisan group of current classroom teachers who inform Teach Plus decisions at the federal level to help build a teacher leadership movement for educational equity.

California Alumni Policy Advisory Committee: 2021

Teach Plus

CAPAC identifies opportunities for Teach Plus teacher leaders to engage in relevant state and federal policy conversations. Develop and provide vehicles for Teach Plus teacher leaders to voice their opinions on key policy vehicles.

Teacher Advisory Committee: 2020 - present

EdSource

EdSource works to engage Californians on key education challenges with the goal of enhancing learning success. It does so by providing timely, useful and accurate information to key education stakeholders and the larger public.

Co-Chair, Global Leadership Fellowship Advisory Council: 2021 - present

NEA Foundation

NEA Foundation works in partnership with others to promote the absolute best in public education through the transformative power of partnerships.

Fellowship: 2021

Along Alumni Fellowship

Along is a free, web-based, digital reflection tool designed to make it easier for teachers to help each student feel seen and understood.

Fellowship: 2019 - 2020

Teach Plus Policy Fellowship

Teach Plus empowers excellent, experienced, and diverse teachers to take leadership over key policy and practice issues that advance equity, opportunity, and student success.

SELECT TRAININGS AND WORKSHOPS

A Conversation between Teachers and Policy Makers: 2021 *Teach Plus*

A conversation with a senior U.S. Department of Education official, teachers from around the country, and the Teach Plus National Policy and Advocacy Board that discussed school reopenings, the state of our schools, teachers and students.

Cultivating Teachers Leaders: 2021 *Educator Diversity Collective*

Shared with the National Council of State Educator Association ideas and skills to attract, recruit and retain educators of color.

Educator of Color Focus Group: 2021 *National Network State Teachers Of the Year*

Offered solutions that would increase the number of Black and Brown educators in the profession.

Orange County Instructional Leadership Corps and CSUF Partnerships: 2021 *Instructional Leadership Corps*

This partnership stemmed from an educator-led high-quality professional learning experience. The collaborative partnership developed into a multi-tiered approach to attract, recruit, retain and diversify the teacher workforce.

Moving From Ideas to Actions: 2020 *NEA Summer Justice Series*

The needs in our communities are expansive and you have ideas on what to do but no idea how to move the idea or fund it. Explored and identified options on how to create partners and “get it done”.

Money Matters: Understanding and Advocating for Educational Equity and Justice in California 2019-2020 State Budget: 2020 *Education Trust - West*

Helped education advocates understand the governor’s education budget proposal, what the bidet process looks like, and opportunities for advocates to engage in the process and influence the final budget.

Teacher Shortage Workgroup: 2019

State Superintendent of Public Instruction - Teacher Transition Team

Developed two short-term objectives for the next year and one long-term goal to achieve over the next several years to address the teacher shortage.

Professional Development Workgroup: 2019

State Superintendent of Public Instruction - Teacher Transition Team

Developed two short-term objectives for the next year and one long-term goal to achieve over the next several years to address professional development.



Commission on Teacher Credentialing

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Professional Services Division

2022 NOMINATION FORM COMMITTEE ON ACCREDITATION (COA) MEMBERS

The Education Code §44373 states that Committee on Accreditation members are selected for their distinguished records of accomplishments in education.

I wish to nominate the following individual to be a member of the Committee on Accreditation. In addition, I verify that I have obtained the nominee's permission to make this nomination.

Nominee Information

Name CATHY R CREASIA

Position/Title DIRECTOR OF ACCREDITATION AND CREDENTIALING

Employer USC ROSSIER SCHOOL OF EDUCATION

Business Address

Business Telephone

Business E-mail

Nominator Information

Name DR. MARGO PENSAVALLE

Position/Title PROFESSOR OF CLINICAL EDUCATION

Employer USC ROSSIER SCHOOL OF EDUCATION

Business Address

Business Telephone

Business E-mail

Return to accreditation@ctc.ca.gov

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In addition to this form, the following must be received for the nomination to be complete:

1. Letter of interest from the nominee (2 page limit)
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4. Employer agreement form



Commission on Teacher Credentialing

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Professional Services Division

Committee on Accreditation Nominee Employer Agreement

Committee on Accreditation Nominee: CATHY R CREASIA

Nominee's Employer: USC ROSSIER SCHOOL OF EDUCATION

The Committee on Accreditation (COA) is a 12 member committee comprised of individuals recognized for their expertise in education in California. Pursuant to California Education Code, the Committee is charged with the responsibility of determining the accreditation status of institutions offering educator preparation in California leading to a California credential or certificate for individuals employed in the public schools.

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Name Individual Signing this Agreement (please print or type): CATHY R CREASIA

Title: ASSOCIATE DEAN OF ACADEMIC PROGRAMS, PROFESSOR OF

Signature: 

Phone:

Email:

Please complete this information page and return to accreditation@ctc.ca.gov, or mail to: Commission on Teacher Credentialing, 1900 Capitol Avenue Sacramento, CA 95811 ATTN: PSD. All application materials must be received by close of business **February 28, 2022**.



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 327-2967 Fax (916) 327-3165 www.ctc.ca.gov

Professional Services Division

Demographic Information *(to be completed by nominee)*

Committee on Accreditation Nominee CATHY R CREASIA

K-12 or IHE

K-12

- ☐ School district
- ☐ County Office of Education
- ☐ Other _____
- ☐ Teacher
- ☐ Site Administrator
- ☐ District/County Office Administrator
- ☐ Associate Superintendent
- ☐ Superintendent
- ☐ Other _____

Institution of Higher Education

- ☐ California State University
- ☐ University of California
- ☒ Private/Independent College or University
- ☐ Faculty
- ☐ Director of Teacher Education
- ☐ Associate Dean
- ☐ Dean
- ☒ Other STAFF/DIR OF ACCREDITATION AND CREDENTIALING _____

Region of California

- ☐ Northern California
- ☐ Central Valley
- ☐ Inland Empire
- ☐ Bay Area
- ☒ Los Angeles Area
- ☐ San Diego Area

Voluntary Disclosure of Ethnicity

- ☒ African American
- ☐ Asian American
- ☐ Caucasian
- ☐ Hispanic/Latino
- ☐ Native American
- ☐ Pacific Islander
- ☐ Southeast Asian
- ☐ Decline to State

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by February 28, 2022.

From:

[Cathy Creasia](#)

Hello Commission and COA Member Selection Committee. Please see below Letter of Interest and attached required documents.

The myriad of changes (unexpected and expected) over the last few years have shown the value of collaboration amongst varying types of preparation programs. The examination of evidence from institutions in how they meet standards to ensure high quality education for all, contributes to the mission of public education. Through the accreditation process the collecting and analyzing of best practices is propagated.

When I first applied to serve on the COA five years ago, I had experience with accreditation at the school site level as an education specialist teacher, as the member of the board of directors of a charter school organization going through WASC, and also from a parents' view as my child's school was going through accreditation. Today as I apply for the opportunity to serve for a second term, I have had the experience as the director and point person during a full cycle of accreditation for a university teacher preparation program. Being on both sides of the table during this process gives a full perspective and empathy for others as they complete the process and come before the COA with the findings from the accreditation team.

After 5 years on the COA I have been reminded of the variety of ways that institutions organize to meet the challenge of providing quality education for all students by doing their best to ensure teacher candidates are fully prepared for the challenging context that is public education today. No one size fits all and it is increasingly important to be open to the various ways that organizations are structured to meet standards.

As I look at the different ways in which institutions interpret standards and respond to meeting them, I feel that transparency is key and that the compliment to that, is for accrediting bodies like the COA to maintain diversity and depth of experience and thought. I feel my experience both professionally and as the parent of k12 students' is a valuable voice. I would very much like to continue to serve on the COA for another term and thank you for your consideration.

Dr. Cathy R. Creasia

Director of Accreditation and Credentialing

Rossier School of Education





To promote a pedagogy of diversity and enable teachers to increase educational outcomes for all students through distinctive instructional leadership and research that will promote change in policies and/or organizational systems in order to maximize each individual student's educational outcomes, success and quality of life.

AREAS OF RESEARCH

❖ Urban Education, School Site Organizational Alignment, and Inclusive Education

Professional Organizations and Appointments:

- CCTC Committee on Accreditation (Aug 2017 – present)
- Deans for Impact (Feb 2017 – present)
- Environmental Charter Schools Board of Directors (Aug 2017 – present)
- Los Angeles Educators Pathways Partnership (Feb 2017- present)
- Credential Counselors & Analysts of California (CCAC) (Nov 2016-present)
- USC Rossier School of Education Data Literacy Task Force (Feb 2017-Aug 2018)
- CCTC Education Specialist Preliminary Credential Work Group (Sept 2016-Aug 2017)
- USC Rossier School of Education Diversity Task Force (Sept 2016-Aug 2017)
- USC Rossier School of Education Strategic Plan Writing Team (2019)

EDUCATION & CREDENTIALS

Ed.D in Educational Leadership; Teacher Education in Multicultural Societies (TEMS)	
5/2014	University of Southern California Los Angeles, CA
MA in Marketing & Entrepreneurship from USC Marshall School of Business	
4/1998	University of Southern California Los Angeles, CA
BS in Marketing with a Minor in African American Studies	
5/1989	CSULB Long Beach, CA
LAUSD District Intern	
8/2003-6/2006	Los Angeles, CA
Special Education California Clear Teaching Credential	
CLAD Certificate	
Completed VPSS Math with LAUSD /NCLB Highly Qualified in Math	
LAUSD Teaching Fellows	
6/2003-8/2003	Los Angeles, CA

EXPERIENCE IN EDUCATION

Higher Education

University of Southern California (USC) Rossier School of Education

June 2017-present

- Director of Accreditation and Credentialing, Credential Analyst

July 2015 – December 2017 (Rossier MAT Program)

- Credential Analyst and Project Specialist for Accreditation and Evaluation
- Professor: EDUC 574 Collaboration, Families and Case Management, EDUC 577 Guided Practice: Mild/Moderate Disabilities, Co-taught EDUC 573 Introduction to Special Education (Fall Semester 2012)

UMassGlobal University (formerly Brandman University)

May 2016-present

- Adjunct Professor: EDUU 511 Collaboration for Inclusive Schooling

K-12 Public Education

LAUSD Education Specialist Teacher (2003-2015)

Fall 2014 – June 2015 Barack Obama Global Preparation Academy Los Angeles, CA

- Instructor 6-8th Grade ED Special Education Multiple Subject Self Contained Class

2013/2014 ISIC West

- Secondary Special Education Teacher specializing in Math intervention

2006/2013 Crenshaw High School Los Angeles, CA

- 9th Grade Academy RSP Teacher
- 9th Grade Academy Algebra SDC, Math intervention / Standardized Test Prep
- Algebra and Geometry SDC, Math intervention / Standardized Test Prep
- Algebra, Geometry and Life Skills SDC, Math intervention / Standardized Test Prep

9/2003-6/2006 Carson, CA

- Curtiss Middle School Math and Science Education Specialist

Upland Unified School District & Chino Unified School District, CA

8/99-10/2001

- Substitute Teacher (General Education, Special Day Class, Severely Handicapped)

Educational Leadership/Mentorship & Professional Development for Teachers

- USC Rossier EdD Mentor 2013-2014
- Reed/Invstment School Mentor Teacher Barack Obama Global Preparation Academy
- Member of Positive Behavior Support (PBS) committee Barack Obama Global Preparation Academy
Presentation Topics; Positive Behavior Support, Inclusive Classroom Environments
- College and Career Academy Lead Teacher & Learning Center Intervention Specialist Crenshaw HS
Presentation Topics; Positive Behavior Support, Algebra Intervention Strategies, Data Informed Instruction
- Ford Foundation, the Extended Learning Cultural Model (ELCM) Faculty Steering Committee Member
- Special Education Department Chair Crenshaw HS
Presentation Topics; Successful IEP Meetings, Behavior Intervention Strategies
- 9th Grade Academy Learning Center & Co Teaching Coordinator Crenshaw HS
- Summer School Special Education Coordinator Crenshaw HS
- Member of Veteran Teacher Panel for USC Rossier MAT Spring Culmination 2014

Research Activities & Honors

CCTE Quest Research Institute Participant 2015-2016 - Preliminary Title: Impact of Pedagogy and Guided Practice course sequence, and the effect of this sequence for full time vs. part time teacher education candidates.

Dissertation: The Dynamics of Instructional Leadership & Organizational Structure in High Performing Urban Schools

- Rossier EdD Dissertation of the Year Nominee May 2014
- The Carnegie Project on the Education Doctorate Dissertation in Practice Award Nominee June 2014
- USC Spring 2014 Scholars Research Symposium Presenter
- 12/2009 CTA Martin Luther King Jr. Memorial Scholarship Recipient
- 2011/2012 & 2012/2013 Dr. Verna B. and Peter W. Dauterive Endowed Scholarship Recipient
- USC Graduate/Professional Award for Excellence in scholarship, leadership and service to the community.
- USC Dr. Steven B. Sample Presidential Fellowship Participant: Chosen by the Leadership Institute and required to further develop leadership skills by developing and implementing a project benefiting the LA community. Fellows spent 4-6 hours per week on each project. Students submit a final written report and also give presentations throughout the year; working in a classroom at Manual Arts HS where we supervised students in writing and producing an original Theatrical Play and a project in Japan studying business practices of a small non-indigenous community.

- BC McCabe Foundation Fellowship Participant/Student Administrator. As a member of a group of MBA students recruited to organize and implement academic enrichment programs for at risk teens. After being one of the Fellows, I was chosen by the Foundation Trustee and the USC Faculty Administrator to act as the Student Administrator of the program.
- Member of the Nike Coast Track Team and participant in the Olympic Trials in the 200m dash and the Triple Jump.

Technology Expertise

- Adobe Connect
- Black Board
- Sales Force
- Task Stream
- Student Information Systems (LAUSD MiSIS, Welligent, My Data, USC SIS)
- Microsoft Office Suite; Access, Excel, Word, One Note

EXPERIENCE IN BUSINESS AND COMMUNITY SERVICE

Bean N Bead Sun City, CA 1/2001-6-2002 Entrepreneur/Owner/Manager
Trinity UMC Pomona, CA 3/97-11/98 Part Time Director of Youth Ministries



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Professional Services Division

2022 NOMINATION FORM COMMITTEE ON ACCREDITATION (COA) MEMBERS

The Education Code §44373 states that Committee on Accreditation members are selected for their distinguished records of accomplishments in education.

I wish to nominate the following individual to be a member of the Committee on Accreditation. In addition, I verify that I have obtained the nominee's permission to make this nomination.

Nominee Information

Name Agustin Cervantes

Position/Title Director of Student Services, Charter College of Education

Employer California State University, Los Angeles

Business Address

Business Telephone

Business E-mail

Nominator Information

Name Mitchell Fryling

Position/Title Director of Student Services, Charter College of Education

Employer California State University, Los Angeles

Business Address

Business Telephone

Business E-mail

Return to accreditation@ctc.ca.gov

All nomination materials are due at the Commission by 5 pm on February 28, 2022.

In addition to this form, the following must be received for the nomination to be complete:

1. Letter of interest from the nominee (2 page limit)
2. Statement of qualifications, i.e. resume or vitae (3 page limit)
3. Nominee demographics information
4. Employer agreement form



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Professional Services Division

Committee on Accreditation Nominee Employer Agreement

Committee on Accreditation Nominee: Agustin Cervantes

Nominee's Employer: California State University, Los Angeles

The Committee on Accreditation (COA) is a 12 member committee comprised of individuals recognized for their expertise in education in California. Pursuant to California Education Code, the Committee is charged with the responsibility of determining the accreditation status of institutions offering educator preparation in California leading to a California credential or certificate for individuals employed in the public schools.

The Committee meets approximately 5 to 6 times a year, each meeting ranging from 1 to 2 days. Most meetings are held at the Commission offices in Sacramento and travel and consistent attendance are necessary for the successful operation of California's accreditation system.

As the employer of the above named nominee, I agree to allow my employee (named above) to participate regularly in the operations of the Committee, if appointed by the Commission on Teacher Credentialing. I understand that the Commission will reimburse the nominee for travel and per diem associated with attendance at meeting and that the employer is not responsible for such costs. In addition, I understand that the Commission will reimburse the employer for expenses related to substitute costs, if applicable.

Name Individual Signing this Agreement (please print or type): Cheryl Ney

Title: Dean, Charter College of Education, California State University, Los Angeles

Signature:  C05AB013C827409...

Phone: [REDACTED]

Email: [REDACTED]

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Professional Services Division

Demographic Information *(to be completed by nominee)*

Committee on Accreditation Nominee Agustin Cervantes

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- ☐ Inland Empire
- ☐ Bay Area
- ☒ Los Angeles Area
- ☐ San Diego Area

Voluntary Disclosure of Ethnicity

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- ☐ Caucasian
- ☒ Hispanic/Latino
- ☐ Native American
- ☐ Pacific Islander
- ☐ Southeast Asian
- ☐ Decline to State

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by February 28, 2022.



CAL STATE LA

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Charter College of Education

Office for Student Services

323 – 343 4320

323 – 343 4348 (FAX)

February 17, 2022

California Commission on Teacher Credentialing:

I am writing to express my interest in serving on the California Commission on Teacher Credentialing's Committee on Accreditation (COA). I have grounded my professional career in higher education for over 15 years in closing equity gaps and supporting first-generation and non-traditional college students obtain college degrees and join the education workforce. Moreover, I have extensive knowledge of state and federal policies and procedures, as well as California college access policy, education reform, and statewide attainment goals. I also have experience working with a diverse spectrum of stakeholders and the establishment of community partnerships across various education systems and industry sectors to advance organization priorities. My strongest vested interest in working with the COA would be to uphold the concepts of alignment, application, and data-driven improvement.

As the Director of Student Services for the Charter College of Education at California State University, Los Angeles (Cal State LA), some of my most notable accomplishments include providing leadership that ensures effectiveness in fostering student equity and achievement, as well as developing effective student support programs based on increased student participation and incremental graduation rates, as well credential completion, for our diverse student population. Given the focus in preparing individuals to work in the education sector, my current role has enabled me the opportunity to contribute to the development of career-based curriculum and programs to support learner success in three areas: academic, personal, and professional. We constantly strive to provide adequate supports from learners through pathways that expose them to experiential learning, alumni for professional inroads, and on-going programs to supplement professional preparation, as well as continuing education. A key requisite for success has been partnership development across educational systems and within it as an industry sector, and I see our work with CTC and through the COA as postulating itself in a similar fashion.

In reviewing CTC's Accreditation Framework, it is clear to me that representation from the diverse set of preparation stakeholders matters for quality assurance and for adherence to state adopted standards for all agencies preparing educators for public schools. Working at a large public state university, Cal State LA, has provided me with the intricate understanding and higher education program sponsor insights to be able to contribute to the COA by sharing and revealing a transparent understanding of the dynamics present in institutions of higher education. Maintaining high quality and effective preparation programs that continuously improve based on evidence of candidate outcomes, program effectiveness, and on feedback from ongoing peer review processes can only happen if stakeholders from those very program sponsors can weigh in on and be a part of all processes. In doing so, the COA can improve transparency for the public on educator preparation programs. This is particularly pressing and necessary during the tumultuous times we are dealing with that include the ongoing teacher shortage that has been heavily exacerbated by the COVID-19 pandemic. My drive is to ensure that educator preparation program standards are rigorous, that candidate performance expectations and assessments are clearly defined and articulated, while ensuring that processes for future teachers are cost effective, efficiently managed, and optimally preparing candidates for California's public schools.

I am excited about the possibility of working alongside statewide representatives who support future educators across the state of California. With the proper wherewithal and the best of intentions, I think we can excel in supporting CTC, its partners, and affiliates in doing so. I look forward to discussing how I can contribute to and through the COA.

If you have any questions, please do not hesitate to contact me at acerva47@calstatela.edu.

Sincerely,

Agustin Cervantes, Ed.D.

Director of Student Services

Charter College of Education

California State University, Los Angeles

PROFESSIONAL EXPERIENCE

Director of Office for Student Services, Charter College of Education
California State University, Los Angeles | Los Angeles, CA

August 2014 – Present

- Oversee the enrollment growth of the Charter College of Education to expand the K-12 education workforce with learner advocates who are dedicated to improving educational environments for all children.
- Lead the development, implementation, and evaluation of student services programming based on increased student participation, retention, and incremental graduation rates for first-generation college students and students from non-traditional populations, such as veterans and students with disabilities.
- Identify, develop, and leverage strategic partnerships to advance the Charter College of Education's work.
- Responsible for collaborating with other functional units on campus, including Alumni Relations, Advancement, Public Affairs, Financial Aid, Registrar, Admission and Recruitment, and Graduate Studies.
- Prepare annual state and national accreditation data reports on over 650 current credential candidates.
- Establish practicum placement of 100 general education student teachers per semester with school partners.
- Coordinate collaborative partnerships, including the Teacher Preparation Pipeline (TPP), the Los Angeles Regional Coalition for Linked Learning, GO East LA & GO Central: A Pathway for College and Career Success.
- Created a portfolio management system of university partnership contracts with over 150 local education agencies, school districts, colleges, charter schools, and counseling-based organizations.
- Represent the University's interests to the California Commission on Teacher Credentialing and oversee credential recommendations – wrote Cal State LA's Elementary Subject Matter Waiver Program May 2017 and served as Elementary Subject Matter Waiver Advisor/Reviewer September 2017-January 2018.

Director of Enrollment Services
Laureate Education Inc. | San José, CA

July 2008 – July 2014

- Developed educational partnerships to increment higher education enrollment for underserved populations.
- Increased the enrollment for The National Hispanic University from a baseline of 400 to over 700 (an average of 14%, year over year) students through community partnerships and outreach initiatives.
- Drafted six Memoranda of Understanding and over sixteen articulation agreements with education agencies.
- Developed an Associate-to-Bachelor program at Cañada College.
- Served as National Accounts Manager for Walden University, overseeing B2B development with 80 partners.

Associate Director, El Centro Chicano
Stanford University | Stanford, CA

September 2007 to July 2008

- Provided guidance and support to over 25 volunteer student organizations with a focus on creating socially responsible individuals that advocate and dialogue for equity and social justice.
- Led the development of 7+ Latino sociocultural programs, along with ongoing academic and career focused events.
- Supervised a team of 26 student staff members and administered Provost funding for the center.

EDUCATION & TECHNICAL PROFICIENCIES

Doctorate in Educational Leadership (Ed.D.)
University of California, Los Angeles, Los Angeles, CA
December 2021

Master of Arts in Education
Stanford University School of Education, Stanford, CA
June 2006

Bachelor of Arts in Urban Studies
Bachelor of Arts in Spanish and Portuguese
Stanford University School of Humanities and Sciences, Stanford, CA
June 2006

Professional Certifications

@One Online Teaching Certificate

Rancho Santiago Academy, Rancho Santiago Community College District

Pending 2022

Diversity, Equity and Inclusion in the Workplace Certificate

University of South Florida Corporate Training and Professional Education, Tampa, Florida

May 2021

Languages: Spanish/English

Technology: Admissions Management software systems (Salesforce, BANNER, ONYX, DATATEL, Colleague, Blackboard, Hobsons Radius, Moodle, PeopleSoft, EAB Student Success Collaborative Campus), basic computer systems (MAC OS, Windows, Microsoft Office Suite), as well as XHTML and Java Script.

TEACHING EXPERIENCE

- Child Development: *Child Growth and Development*, East Los Angeles College.
- Education | Curriculum and Instruction: *Principles & Practices of Curriculum Development*, Cal State LA.
- Educational Foundations: *Contemporary Issues in Knowledge, Culture & Learning*, Cal State LA.
- *Introduction to College Life*, The National Hispanic University.
- *Introduction to Ethnic Studies*, The National Hispanic University.

LEADERSHIP AND COMMUNITY ENGAGEMENT

Board Member

Stanford University Southern California Latinx Alumni Association | Los Angeles, CA

June 2016 to Present

- Collaborate with leadership team to plan and execute alumni engagement initiatives on a quarterly basis.
- Organized quarterly networking event for new students and alumni residing in the Los Angeles area.

Founder

Teen Startup Academy | Los Angeles, CA

2014 to 2016

- Organized and designed a curriculum-based academy for teenagers interested in entrepreneurship.
- Responsible recruitment, mentoring, and event planning with angel founders for over 25 student participants.

Member and Mentor

Riordan Scholars Program | Los Angeles, CA

June 2007 - June 2008; June 2017 - Present

- Mentor 5 undergraduate program participants; facilitated education workshops for parents and students.
- **Board Membership:** University of the West, Global Education Collaborative (Academy Schools) & Bell High School (LAUSD) Multilingual Teacher Career Academy.
- **Committee Membership:** Los Angeles Regional Coalition for Linked Learning, GEAR UP 4 LA, San Gabriel Valley Consortium Induction Program, Pasadena Unified School District Beginning Teacher Support and Assessment (BTSA) Induction Program, East Los Angeles College Alumni, Jobs for the Future, Council of Great City Schools.

AWARDS AND HONORS

- California State University, Los Angeles. *2016 Student Organization of the Year*, Hermanos Unidos, Staff Advisor.
- Latino Leaders Magazine. *2015's Influential Latinos of Los Angeles*, Recipient.
- Association of Mexican American Educators. *2012 Silicon Valley Educator of the Year Award*, Recipient.